

- The Arizona Framework for Measuring Educator Effectiveness complies with all legal requirements of ARS § 15-203 (A)(38) while also providing LEAs with as much flexibility as possible to develop evaluation systems that meet their individual needs.
- Arizona Revised Statute § 15-203(A)(38): The State Board of Education shall...
- *“on or before December 15, 2011 adopt and maintain a model framework for a teacher and principal evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three per cent and fifty per cent of the evaluation outcomes and best practices for professional development and evaluator training. School districts and charter schools shall use an instrument that meets the data requirements established by the State Board of Education to annually evaluate individual teachers and principals beginning in school year 2012-2013.”*

- The goals for the Framework are:
- • To enhance and improve student learning;
- • To use the evaluation process and achievement data to drive professional development to enhance teaching, leadership, and student performance.
- • To increase data-informed decision making for students and teacher and principal evaluations fostering school cultures where student learning and progress is a continual part of redefining goals for all.
- • To use the evaluation process and data to improve teacher and principal performance;
- • To incorporate multiple measurements of achievement;
- • To communicate clearly defined expectations;
- • To allow LEAs to use local instruments to fulfill the requirements of the framework;
- • To reflect fairness, flexibility, and a research-based approach;
- • To create a culture where data drives instructional decisions.

- **Who are the Group A teachers?**
- Group A teachers are those with available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas. If available and appropriate to a teacher's content area, data from statewide assessments (e.g. AIMS, SAT 10, etc.) shall be used as at least one of the classroom-level data elements.
- **Who are the Group B teachers?**
- Group B teachers are those with limited or no available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.

FRAMEWORK FOR TEACHER EVALUATION INSTRUMENTS

	Classroom-level Data	School-level Data	Teaching Performance
<p style="text-align: center;">GROUP “A”</p> <p>(Teachers with available classroom-level student achievement data that are valid and reliable, aligned to Arizona’s academic standards, and appropriate to individual teachers’ content areas.)</p>	<ul style="list-style-type: none"> • State Administered Assessments • AP, IB, Cambridge, ACT, Quality Core • District/Charter-Wide Assessments • District / School-level Benchmark Assessments, aligned with Arizona State Standards • Student Learning Objectives (SLOs) • Other valid and reliable classroom- level data <p><u>Required</u> Classroom-level elements shall account for at least 33% of the <u>total</u> evaluation outcomes.</p>	<ul style="list-style-type: none"> • State Administered Assessments (aggregate school, department, grade, or team level results) • AP, IB, Cambridge, ACT, Quality Core (aggregate school, department or grade level results) • Survey data • School Achievement Profiles • Other valid and reliable school-level data, e.g., grade level goals <p><u>Optional</u> School-level elements shall account for no more than 17% of the <u>total</u> evaluation outcomes.</p>	<p>Evaluation instruments shall provide for periodic classroom observations of all teachers. Districts and charters may develop their own rubrics for this portion of teacher evaluations; however, these rubrics shall be based upon national standards, as approved by the State Board of Education.</p> <p><u>Required</u> Teaching Performance results shall account for between 50% and 67% of the <u>total</u> evaluation outcomes.</p>

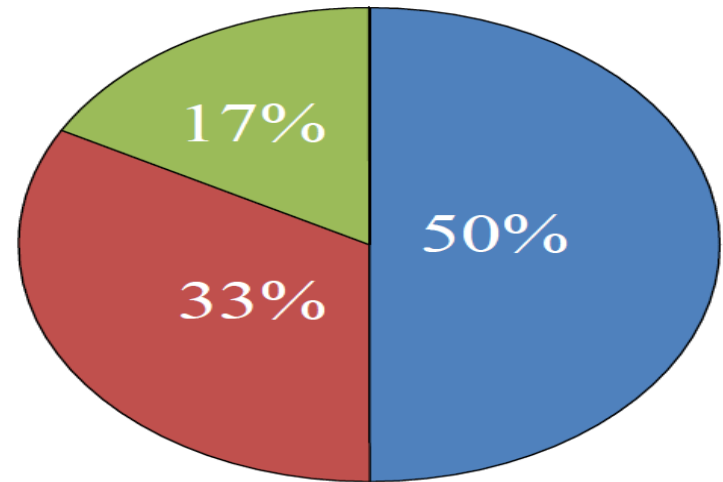
SAMPLE WEIGHTING GROUP “A”

The charts represent three options for the weighting of evaluations for teachers **with** valid and reliable classroom-level academic progress data. The options may include, but are not limited to:

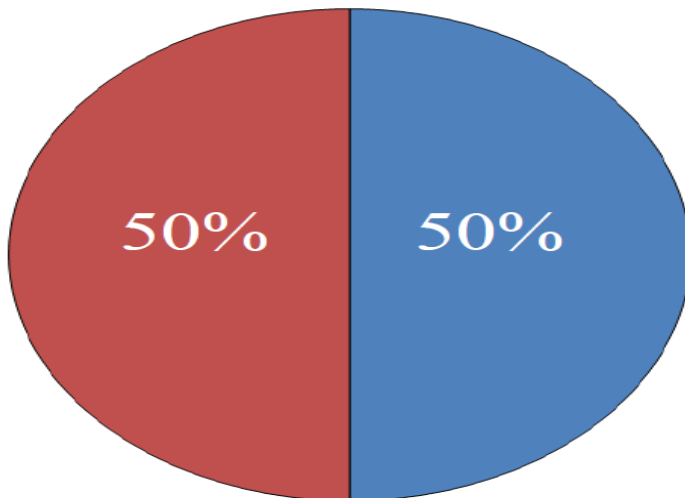
Sample 1: 33% Classroom-level data
17% School-level data
50% Teaching Performance

Sample 2: 50% Classroom-level data
50% Teaching Performance

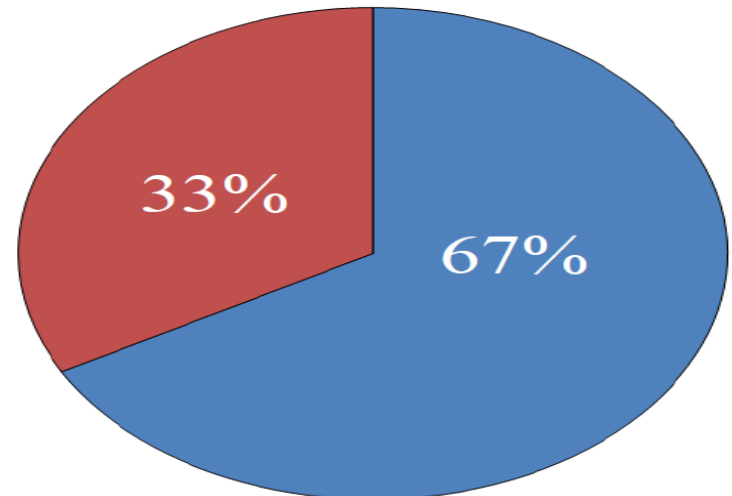
Sample 3: 33% Classroom-level data
67% Teaching Performance



SAMPLE 1



SAMPLE 2



SAMPLE 3

FRAMEWORK FOR TEACHER EVALUATION INSTRUMENTS

	Classroom-level Data	School-level Data	Teaching Performance
<p style="text-align: center;">GROUP “B”</p> <p>(Teachers with limited or no available classroom- level student achievement data that are valid and reliable, aligned to Arizona’s academic standards, and appropriate to individual teachers’ content areas.)</p>	<ul style="list-style-type: none"> • District / School Level Benchmark Assessments, aligned with Arizona State Standards • District/Charter-wide Assessments, if available • Student Learning Objectives (SLOs) • Other valid and reliable classroom-level data <p><i>If available, these data shall be incorporated into the evaluation instrument. The sum of available classroom-level data and school-level data shall account for between 33% and 50% of the <u>total</u> evaluation outcomes.</i></p>	<ul style="list-style-type: none"> • State Administered Assessments (aggregate School, department, grade, or Team-level results) • AP, IB, Cambridge, ACT, Quality Core (aggregate school, department or grade- level results) • Survey data • School Achievement Profiles • Other valid and reliable school-level data, e.g., grade level goals <p><u><i>Required</i></u> <i>The sum of available school-level data and classroom-level data shall account for between 33% and 50% of the <u>total</u> evaluation outcomes.</i></p>	<p>Evaluation instruments shall provide for periodic classroom observations of all teachers. Districts and charters shall develop their own rubrics for this portion of teacher evaluations; however, these rubrics shall be based upon national standards, as approved by the State Board of Education.</p> <p><u><i>Required</i></u> <i>Teaching Performance results shall account for between 50% and 67% of the <u>total</u> evaluation outcomes.</i></p>

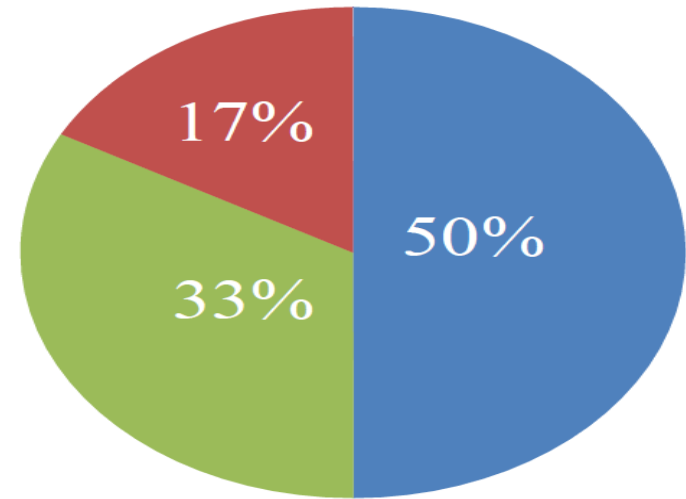
SAMPLE WEIGHTING GROUP “B”

The charts represent three **options** for the weighting of evaluations for teachers **without** valid and reliable classroom-level academic progress data. The **options may include, but are not limited to:**

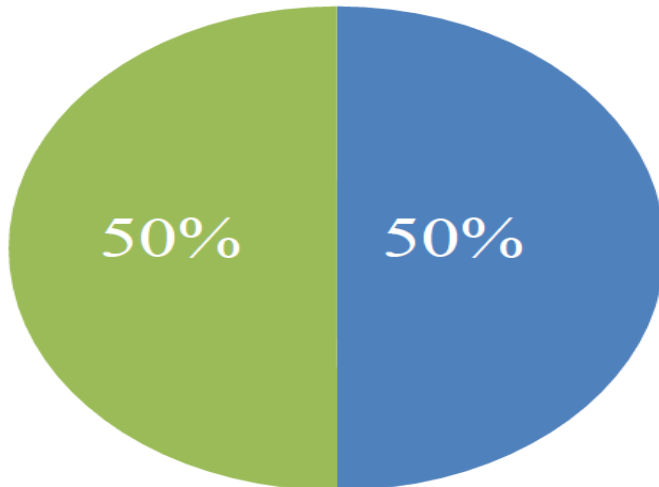
Sample 1: 33% School-level data
17% Classroom-level data
50% Teaching Performance

Sample 2: 50% School-level data
50% Teaching Performance

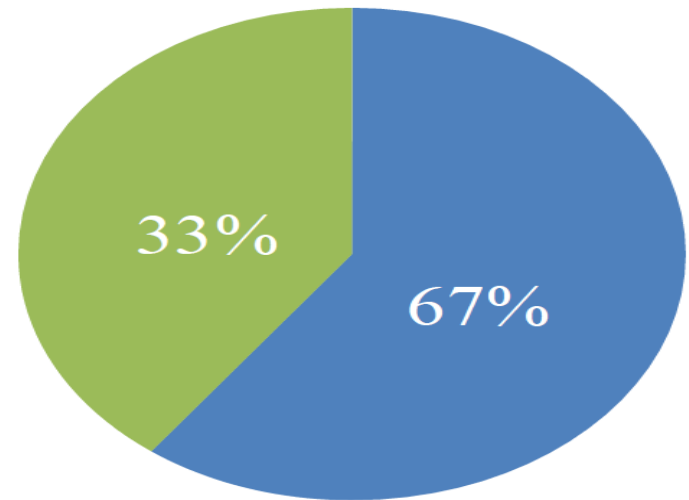
Sample 3: 33% School-level data
67% Teaching Performance



SAMPLE 1



SAMPLE 2



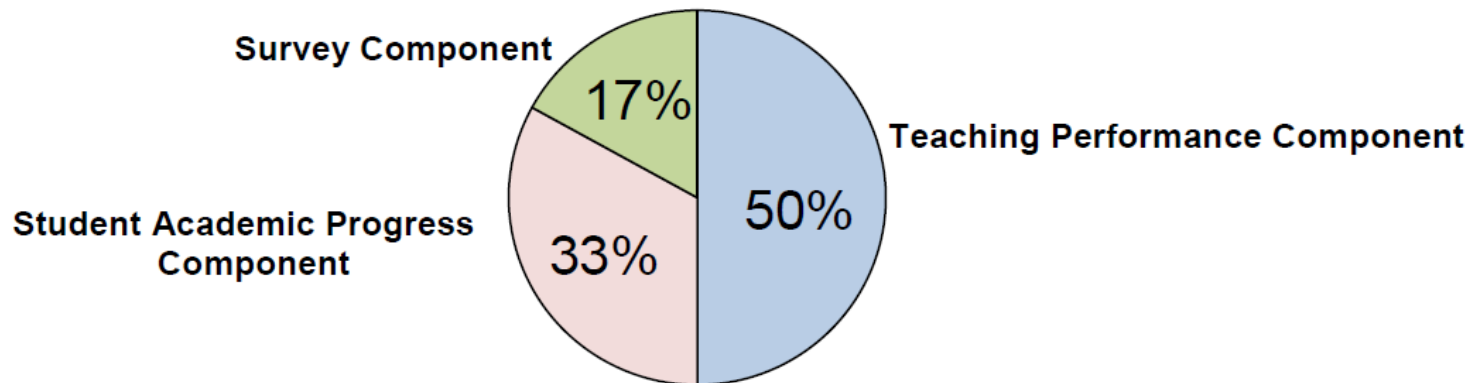
SAMPLE 3

- Arizona Model for Measuring Educator Effectiveness Version 4.0 2
- **Rationale for the Arizona Model for Measuring Educator Effectiveness**
- This teacher evaluation model was created to provide process, templates, observation rubrics, and a rating system for measuring teacher performance. All components align and comply with Arizona State Board of Education's adopted *Framework for Measuring Educator Effectiveness*. The *framework* provides the legal parameters and state requirements for the teacher evaluation process statewide. The *model* outlined in this document provides a process for teacher evaluation based on the Arizona requirements for measuring educator effectiveness.
- The definitions stated below are to clearly delineate between *The Arizona Framework for Measuring Educator Effectiveness* and *The Arizona Model for Measuring Educator Effectiveness*.
- ☐ *The Arizona Framework for Measuring Educator Effectiveness*
- A framework for the Arizona teacher evaluation process developed by the state of Arizona in response to Arizona Revised Statute §15-203 (A) (38). This statute required that the State Board of Education "on or before December 15, 2011 adopt and maintain a model framework for a teacher and principal evaluation instrument." The Arizona Framework for Measuring Educator Effectiveness can be found here:
- <http://www.azed.gov/teacherprincipal-evaluation/az-framework/>
- ☐ *An Arizona Model for Measuring Educator Effectiveness*
- *A teacher evaluation process created to assist local education agencies (LEAs) and schools in providing an example to measure teacher effectiveness, per ARS 15-203 (A) (38). This model aligns with Arizona State Board of Education's adopted Framework for Measuring Educator Effectiveness referenced above.*

Arizona Model for Measuring Educator Effectiveness Version 4.0 3

Summary of Components

- *Arizona's Model for Measuring Educator Effectiveness* was developed by the Arizona Department of Education with assistance from WestEd's Regional Educational Laboratory (REL). Four district Local Education Agencies (LEAs) and one charter LEA piloted the process during the 2012-2013 school year. These LEAs fully implemented the instrument in the 2013-2014 school year.
 - The *Arizona Model for Measuring Educator Effectiveness* is aligned to the *Arizona Framework for Measuring Educator Effectiveness* with these three components and percentages:
 - Teaching Performance Component 50% (60 Points)
 - Student Academic Progress Component 33% (40 Points)*
 - Survey Component 17% (20 Points)*



Implementation Year 2: Grades 3-8 and 10 SPED Teachers-AIMS

Percent of Student Academic Progress Data	Category	Point Value	School/ Classroom Level Data ^{1,2}	Point Value	Data Sources
40 Points (33% of total)	Achievement	12	Classroom SLO(s)	8	Current Year Data
			Percent Passing AIMS Reading/ Grade 9: Percent At or Above the 4 th Stanine on the Stanford 10 Language	2	Prior Year Data
			Percent Passing AIMS Mathematics/ Grade 9: Percent At or Above the 4 th Stanine on the Stanford 10 Mathematics	2	Prior Year Data
	Growth	24	Targeted SLO(s)	24	Current Year Data
	Career & College Ready	4	Attendance Rate (School Level)/Graduation Rate*	4	Prior Year Data

Resources

Developing a District Evaluation Systems

- **A Practical Guide to Designing Comprehensive Teacher Evaluation Systems** --A Tool to Assist in the Development of Teacher Evaluation Systems <http://www.azed.gov/highly-qualified-professionals/files/2011/09/practicalguideevalsystems.pdf>
- **Getting it Right: A Comprehensive Guide to Developing and Sustaining Teacher Evaluation and Support Systems** http://www.nbpts.org/userfiles/file/NBPTS_Getting-It-Right.pdf

Teacher Performance

- **Repository for Arizona Evaluation Instruments & Tools** <http://www.azed.gov/highly-effective-teachers-leaders/repository-az-evaluation/>
- **Guide to Teacher Evaluation Products** <http://resource.tqsource.org/GEP/>
- **Great Teachers and Leaders: State Considerations on Building Systems of Educator Effectiveness** http://find.ed.gov/search?q=State+Considerations+on+Building+Systems+of+Educator+Effectiveness&client=default_frontend&output=xml_no_dtd&proxystylesheet=default_frontend&sa.x=27&sa.y=15
- **North Carolina Teacher Evaluation Process** <http://www.ncpublicschools.org/docs/profdev/training/teacher/teacher-eval.pdf>
- **Using Performance-Based Assessment and Value-Added Models to Identify and Support High-Quality Teachers in Charter School Contexts** http://www.charterschoolcenter.org/sites/default/files/1170%20NCS%20Key%20Issues_Perf-Based%20Value%20Added%20d3.pdf